## **Aspiring Leader Needs Assessment: Krista Fasoli**

## **Individual Leadership Learning Plan for NELA Fellows**

**Due September 13th and will be revised numerous times.**

Fellows' Professional Growth Plans will be the basis for their internship leadership learning needs assessment. The resulting document will outline specific learning goals, accompanied by specific activities or experiences at the internship school that will help the Fellow develop and practice the identified leadership skills. The document will be co-created by the Fellow their coach, and their mentor principal. Progress towards the identified goals will be monitored by the coach, with input from the mentor principal and NELA faculty. The resulting artifacts to document the Fellow's growth should be carefully archived and will become the Fellow's portfolio for licensure application. Each artifact should include a corresponding narrative to understanding of current and desired levels of proficiency. Fellows should be actively documenting their experiences throughout internship using a variety of technology-based resources (web, video, multimedia).

The document will also outline any possible Internship Rotation(s) the Fellow should experience based on individual Fellow learning needs and may cross school levels when appropriate (i.e. rotation at Elementary, Middle, High School, Central Office).

Fellows should also identify for a possible site-visit at least one “Getting it Done[[1]](#footnote-1)” school (a high performing, high poverty school) and/or a national conference. (*Please note that funding for these proposed visits will be contingent on several factors and may not be available, therefore, at least one local or regional option should be included*).

**This form is to be completed by Fellow and reviewed and approved by mentor and coach. An electronic copy of this form is available on the NELA Moodle site.**

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| **Standard 1: Strategic Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **School Vision, Mission and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | Developing | Work with my principal to analyze and present data from a variety of sources to students, parents, staff, and other stakeholders.  Observe principal as he articulates and presents the Parker Middle’s core values and beliefs about education.  Make decisions and lead in a manner that reflects my core beliefs and values about education. | Communication, Visionary, Global Perspective, Results Orientation, Emotional Intelligence | Observed Dr. Nott present vision and core beliefs at several events with parents, students, and staff. |  |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | Developing | Assist my principal in ensuring that the school’s vision is communicated to all stakeholders in a variety of ways (meetings, work sessions, parent events, student assemblies, school website, school newsletter, etc.).  Ensure that school-wide initiatives and instructional strategies align with Parker Middle’s vision and mission. | Change Management, Communication, Creative Thinking, Responsiveness, Results Orientation, Sensitivity, Systems Thinking, Time Management, Visionary, Judgment, Personal Responsibility for Performance |  |  |  |
| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. | Developing | Collaborate with the administrative team and instructional leadership council to create and implement the SIP.  Ensure alignment between vision/ mission and goals, strategies, and actions in SIP. | Visionary, Change Management, Creative Thinking, Customer Focus, Judgment, Personal Responsibility for Performance, Results Orientation, Systems Thinking, Technology, Time Management | Served on Pope Elementary school leadership team and aided in development of SIP based on prior year’s data. |  |  |
|  |  | Ensure that SIP team members include all stakeholder groups and that periodic reviews of SIP contain evidence of involvement, implementation, and progress. |  |  |  |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | Developing | Involve staff in decision-making and continuous improvement processes.  Distribute leadership and problem-solving practices to staff in order to build capacity and empower. | Communication, Creative Thinking, Customer Focus, Dialogue/ Inquiry, Emotional Intelligence, Judgment, Organizational Ability, Personal Ethics/ Values, Responsiveness, Results Orientation, Sensitivity, Systems Thinking | Distributed leadership to colleagues through grade level chair and data committee chair at Pope Elementary. |  |  |

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| **Standard 2: Instructional Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | Developing | Use principles of NC Teacher Evaluation process to observe, confer, and evaluate staff.  Observe principal complete walkabouts, observations, and evaluations.  Participate with my principal and other members of administrative team in conducting walkabouts, observations, and evaluations.  Develop observation and evaluation schedule and conduct periodic walkabouts, observations and evaluations.  Observe how principal develops a safe environment that encourages students and staff to take risks.  Assist principal in ensuring that formative and summative assessments are aligned with curriculum and being used to guide instruction. | Creative Thinking, Customer Focus, Dialogue/ Inquiry, Global Perspective, Personal Responsibility for Performance, Responsiveness, Results Orientation, Technology, Time Management |  |  |  |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | Developing | Assist in creating school-wide master schedule.  Work with instructional leadership council and other teachers to problem solve ways to increase instructional time and minimize all disruptions.  Observe staff members who demonstrate high expectations for students.  Assist principal and administrative team is analyzing data with staff and parents and developing action plan to improve student performance.  Assist principal in analyzing school data with staff and parents and developing an action plan to improve student performance.  Use technology for data analyses, monitoring, and instructional purposes. | Time Management, Customer Focus, Creative Thinking |  |  |  |
| **Standard 3: Cultural Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | Developing | Involve representatives of all stakeholder groups in problem-solving school related issues.  Observe and participate with principal as he develops relationships with local community and business members and invites them into the school for various activities/ events. | Communication, Conflict Management, Creative Thinking, Customer Focus, Visionary, Emotional Intelligence, Results Orientation, Personal Responsibility for Performance, Sensitivity |  |  |  |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | Developing | Communicate key beliefs about student learning to staff, students and parents.  Facilitate a climate where staff input and innovation are encouraged and valued—during PLC’s, staff meetings, work groups, teacher meetings, etc.  Assist principal in creating and maintaining a school climate that encourages students and staff to take intellectual risks. | Visionary, Communication, Change Management, Emotional Intelligence, Personal Ethics/ Values, Personal Responsibility for Performance, Results Orientation, Systems Thinking, Global Perspective |  |  |  |

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| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | Developing | Observe how principal develops buy-in on part of staff members.  Record and reflect on examples where principal celebrates achievements.  Record and reflect on examples where principal and other staff celebrate achievement.  Record and reflect on examples where principal and other staff acknowledge failures.  Notice how principal turns failure into learning experience that encourages rather than discourages. | Emotional Intelligence, Communication, Dialogue/ Inquiry, Judgment, Personal Ethics/ Values, Responsiveness, Results Orientation |  |  |  |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff that influences the school’s identity, culture and performance. | Developing | Observe how principal builds leadership and instructional capacity among staff. | Communication, Customer Focus, Creative Thinking, Global Perspective, Visionary |  |  |  |
| **Standard 4: Human Resource Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | Emerging | Work with grade level PLC’s to analyze and respond to a variety of data on student progress and achievement for all students.  Become familiar with data that needs to be analyzed in order to improve student achievement.  Assist principal in developing and implementing long-term staff development and training. | Communication, Dialogue/ Inquiry, Emotional Intelligence, Sensitivity, Creative Thinking, Results Orientation, Environmental Awareness, Personal Responsibility for Performance |  |  |  |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | Emerging | Learn the process for developing a staffing plan for the school.  Assist principal to ensure that all positions in the building are covered at all times.  Assist principal to recruit staff members that reflect the diversity of the NRMS community. | Change Management, Customer Focus, Results Orientation, Dialogue/ Inquiry, Judgment, Organizational Ability, Systems Thinking, Visionary |  |  |  |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | Emerging | Share responsibility with the principal for completing the observation process.  Shadow principal in daily informal walkabouts through the building and giving feedback on visits. | Customer Focus, Results Orientation, Personal Responsibility for Performance, Emotional Intelligence, Sensitivity, Dialogue/ Inquiry, Change Management, Creative Thinking, Technology, Time Management, Visionary, Responsiveness |  |  |  |
| **Standard 5: Managerial Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems that are focused on, and result, in improved student achievement. | Emerging | Gain knowledge of the school budget process and its impact on the local school to the students, staff, and community.  Assist in implementing operational procedures including arrival, dismissal, fire drills, lock down, shelter-in-place.  Share responsibility with principal for monitoring building repair, cleaning, and beautification.  Assist principal in monitoring student enrollment, class size, and monthly attendance reports.  Analyze discipline referral data and make recommendations to the principal and instructional leadership council. | Organization, Environmental Awareness, Global Perspective, Time Management, Visionary, Customer Focus, Judgment, Personal Ethics/ Values, Systems Thinking |  |  |  |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | Emerging | Build the “emotional bank account” of students and staff.  Observe and assist principal in managing student and staff conflicts. | Communication, Emotional Intelligence, Sensitivity, Change Management, Conflict Management, Visionary, Customer Focus, Results Orientation, Personal Responsibility for Performance, Responsiveness |  |  |  |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | Developing | Assist the principal in communicating with stakeholders through a variety of methods and through predominant languages in the community.  Assist principal n interpreting and communicating Parker Middle assessment targets for the school and monitor instruction to support attainment of the targets for all groups of students. | Communication, Emotional Intelligence, Visionary, Customer Focus, Results Orientation, Personal Responsibility for Performance |  |  |  |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | Developing | Observe staff members that demonstrate high expectations for students. | Communication, Visionary, Personal Ethics/ Values, Organization, Time Management, Sensitivity, Results Orientation |  |  |  |
| **Standard 6: External Development Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating support) |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school | Emerging | Observe principal in the startup of Parent Teacher Association and Father’s Circle.  Involve representatives of all stakeholder groups of the diverse community in problem-solving school related issues.  Become familiar with community agencies that provide health, social, or other services that students may need; refer families to community agencies as appropriate.  Assist principal in inviting community and business groups into the school for a variety of activities. | Visionary, Communication, Creative Thinking, Customer Focus, Emotional Intelligence, Dialogue/ Inquiry, Environmental Awareness, Global Perspective, Personal Ethics/ Values, Personal Responsibility for Performance, Responsiveness, Results Orientation, Systems Thinking |  |  |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | Developing | Attend NRMPS Board Meetings.  Using NRMPS Staff and Student handbooks, gain knowledge of all policies, regulations, and procedures.  Use ASCD Leadership Journal, ASCD Smart Briefs Newsletters and Public Education Newsletters to gain knowledge of state and federal mandates. | Organization, Technology, Time Management, Creative Thinking, Dialogue/ Inquiry, Global Perspective, Environmental Awareness, Organizational Ability, Systems Thinking |  |  |  |
| **Standard 7: Micro-Political Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | Emerging | Network with colleagues for problem-solving and obtaining school resources.  Attend administrative team, instructional leadership council, department meetings, grade level meetings, and staff meetings.  Read professional literature. | Communication, Visionary, Responsiveness, Results Orientation, Systems Thinking, Time Management, Change Management, Creative Thinking, Customer Focus, Organizational Ability, Emotional Intelligence, Dialogue/ Inquiry |  |  |  |

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| **Competencies:**  A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices.  The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them.  These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance and to make sure they are incorporated into the development of school leaders. | | |
| **Competency 1-21** | **Fellow Self-Rating** | **Experiences Planned around this Competency** |
| 1. **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to   achieve school or team 21st century objectives. | Emerging | Practice communicating effectively through oral presentations (PLCs, grade level meetings, department meetings, staff meetings, one-on-one teacher meetings, one-on-one parent meetings).  Work with administrative team to organize, evaluate and interpret middle school level academic, behavioral, and other information. |
| 1. **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | Emerging | Use Facilitative Leadership skills to present a compelling vision and improve decision-making processes—thus, enhancing school-wide ownership of values and beliefs.  As Covey says, “begin with the end in mind”. Consider goals and objectives and then determine actions that will lead to accomplishing them. |
| 1. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | Emerging | Practice engaging in difficult conversations with staff, students, and parents using Crucial Conversations skills and techniques.  Review Teaching with Love and Logic. |
| 1. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking. | Developing | Using Facilitative Leadership and Crucial Conversations skills, foster a safe and innovative culture for planning and implementing “out of the box” instruction that furthers student achievement.  Review learning from the following books: |
| 1. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | Developing | Continually ask, “what is best for our students”? Ensure that all decision-making aligns with this question and the focus is on student achievement. |
| 1. **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | Emerging | Observe principal in how he delegates tasks to others, to build capacity and empower.  Set priorities; using skills from Facilitative Leadership, determine whom the initiative affects and select individuals to invest in the process. |
| 1. **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | Emerging | Review Crucial Conversations skills to listen (Starting with the Heart), discuss, and resolve. Continually reflect on these conversations to ensure reflection and growth. |
| 1. **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | Developing | Review Emotional Intelligence: Why it Can Matter More than IQ, How to Win Friends and Influence People, and 7 Habits of Highly Effective People.  Maintain daily reflection journal to reflect on self-awareness and self-management—and my abilities to manage relationships effectively. |
| 1. **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. |  | Increase presence in and around the school to promote my own environmental awareness—attend meetings with staff, parents, and students; visit classrooms; monitor hallways and other high-traffic areas.  Conduct student and parent focus groups to understand internal and external interests, concerns, areas for growth, etc. |
| 1. **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | Developing | Use the new teacher evaluation process to determine what students need to know in order to be successful in the current and future economy.  Conduct observations and evaluate teacher effectiveness in providing students with a diversified and global perspective. |
| 1. **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | Developing | Review Leading with Inquiry and Action to better understand how to enhance learning with a collaborative inquiry-based system of leadership.  Observe how principal and administrative team prioritizes concerns and deals with significant and complex issues. |
| 1. **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | Emerging | Observe how principal empowers and builds capacity of staff members.  Observe how principal organizes daily/ weekly schedule to ensure effective leadership. |
| 1. **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | Proficient | Continue to demonstrate personal ethics and values. |
| 1. **Personal Responsibility for Performance** –Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | Proficient | Develop relationship with principal and coach to gain weekly feedback on performance.  Facilitate opportunities for staff to provide feedback on my performance.  Reflect on feedback and actively adjust behavior and actions to improve. |
| 1. **Responsiveness –** Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner. | Developing | Develop an organizational system for prioritizing action items. |
| 1. **Results Orientation –** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | Developing | Observe as principal manages short and long term priorities. Participate in decision-making process with principal and administrative team.  Practice applying components of Facilitative Leadership to ensure a focus on relationships and achievement. |
| 17) **Sensitivity –** Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | Developing | Review Emotional Intelligence: Why it Can Matter More than IQ.  Set apart time to listen to the needs and concerns of others. |
| 1. **Systems Thinking** – Understands the   interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | Developing | Review and practice principles of The Fifth Discipline and systems thinking. |
| 1. **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | Developing | Observe how principal, administrative team, and other staff members use technology to enhance student instruction.  Attend training opportunities for technology. |
| 1. **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | Developing | Observe how principal manages time effectively to ensure progress on action items and priorities. |
| 1. **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. | Developing | Observe how principal compels an inspiring vision to all stakeholders.  Observe how principal continues to motivate others with vision throughout the school year. |

1. [↑](#footnote-ref-1)